

**Catton Grove Primary School**  
**Striving for Excellence**  
**2018-2019**

In recent years a number of government strategies have focused on narrowing and closing the gap for disadvantaged pupils. In 2011 the Government introduced Pupil Premium funding; since then there has been a year on year increase in some aspects of the funding schools receive.

The DfE provides Pupil Premium for those pupils meeting the following criteria;

<b>Disadvantaged Pupils</b>	<b>Pupils who have claimed Free school meals at any point in the past 6 years.</b>	
<b>Looked After Children</b>	<b>Pupils who have been adopted from care under the Adoption and Children Act 2002 and left care under Special Guardianship or Residence Order.</b>	<b>3</b>
<b>Service Children</b>	<b>Pupils who are recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.</b>	<b>0</b>

**Pupil Premium at Catton Grove Primary School;**

<b>Group</b>	<b>W h o l e N School</b>	<b>N</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>All Pupils</b>	<b>713</b>	<b>120</b>	<b>78</b>	<b>84</b>	<b>92</b>	<b>89</b>	<b>85</b>	<b>80</b>	<b>88</b>
<b>Disadvantaged Pupils (PP)</b>	<b>269</b>	<b>12</b>	<b>20</b>	<b>23</b>	<b>34</b>	<b>38</b>	<b>45</b>	<b>46</b>	<b>52</b>
<b>Looked after children</b>	<b>3</b>	<b>1</b>						<b>2</b>	

Group	W h o l e N				Rec	Y1		Y2		Y3		Y4		Y5		Y6		
	School																	
Male/PP Male	367	146	54	10	44	16	39	9	45	17	46	22	50	28	41	22	44	25
Female/ P P Female	346	123	43	11	34	4	45	14	44	16	43	16	35	17	39	24	44	27
SEND/PP	111	56	13	5	14	7	14	2	17	6	13	10	12	5	12	9	16	12

### **Pupil Premium Grant Allocation for 2018/19**

**At Catton Grove Primary School we prioritise the development of high quality teaching in order for us to be able to meet the needs of the very diverse range of pupils we have throughout the school. We understand, however, that some pupils need additional support in order to fulfil their potential. We make use of Pupil Premium funding to maintain a high standard of teaching and learning and to improve intervention strategies for those in need of extra support.**

**Building on to previous experiences relating to overcoming barriers for learning, our proposed plan for 2018-19 is laid out in the following document.**

<b>OUTCOME 1</b>	<b>To close the gap in attainment and progress between PP and non-PP pupils.</b>
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<b>Strategy 1.1</b>	<b>Reducing class sizes through the deployment of additional teaching staff. (1 x 0.6 – Y5/6)</b>	<b>£11500</b>
<b>Description</b>	<b>Reducing the number of pupils in a class will ensure the amount of attention each pupil receives is greater both in terms of feedback and one to one support. This strategy has been targeted for English and maths in Y6 because of the range of needs within the year group.</b>	
<b>Rationale</b>	<b>Evidence from the Education Endowment Fund Toolkit (EEF) and the Ofsted report, <i>'The Pupil Premium: how schools are spending the funding successfully to maximise achievement'</i> provides evidence that this strategy requires a reduction in class size to below 20 pupils to have a positive impact. Where this is achieved the impact on pupils learning shows an increase of 3 months progress across an academic year.</b>	
<b>Success Criteria</b>	<b>Improvement in number of pupils reaching age appropriate expectations.</b>	
<b>Impact</b>	<b>Due to internal staffing re-organisation the teacher employed became class based part way through the year. However the work that she carried out on 1 day of the week did enable her to have an impact on the reading results for Y5 through developing pupils skills in inference.</b>	

<b>Strategy 1.2</b>	<b>Teaching assistants in every class.</b>	<b>£372000</b>
<b>Description</b>	Learning Support / Teaching Assistants are deployed across the school to support disadvantaged pupils, some of whom have SEND. The role of additional TAs varies across subjects and year groups dependent on the cohort needs. For some this focuses on working with individual or small groups of pupils to facilitate, support or reinforce learning. This year TAs will be given direction to work with specific pupils who have been identified by the data as needing additional support in particular subject areas in order to close the gap.	
<b>Rationale</b>	The EEF indicates that the use of teaching assistants can have, on average, an additional 1 month's impact on pupils across an academic year. The research varies however depending on how TAs are deployed. Through past experience we have been able to demonstrate that well targeted intervention, directed by the class teacher through support staff does have a greater impact	
<b>Success Criteria</b>	Improvement in number of pupils reaching age appropriate bands – enhanced provision for more vulnerable pupils.	
<b>Impact</b>	The gap between PP and Non PP pupils was closed in all areas of the curriculum. In 2018 the average gap was 17 points, in 2019 it fell to 13 points. The biggest gaps remain for boys who are both PP and SEND. Results for this year are: KS1 – Reading 60% + 4% compared to 17/18, Writing 51%+ 4% from 17/18 and Maths 77% + 9% from 17/18. KS2- Reading 60% no increase from 17/18, Writing 74% an increase of 27% compared to 17/18 and Maths 75% an increase of 28% in 17/18.	

<b>Strategy 1.3</b>	<b>Speech and Language Technicians – FS/KS1/KS2</b>	<b>£36000</b>
<b>Description</b>	In order to support our younger pupils, particularly those in the EYFS, we continue to employ 3 trained Speech and Language Technicians. These technicians work with individual pupils to ensure their language needs are addressed.	

<b>Rationale</b>	<b>The pre-requisite to reading and writing is to develop good knowledge of the spoken word. Many of our younger pupils have a limited vocabulary and need support if they are to achieve their potential during their time in primary school. Evidence from the EEF indicates that Early Years Intervention can have an impact of +5 months across an academic year.</b>
<b>Success Criteria</b>	<b>Improvement in number of pupils reaching age appropriate levels using the Wellcom assessment tool.</b>
<b>Impact</b>	<b>The Wellcom base assessment in September was 39% of pupils were able to achieve age related expectations, after intervention this increased to 67%. Over the course of the year one of the three Speech and Language Technicians went on maternity leave. This meant that the impact was slightly reduced but the results for those pupils who did access the support remained very positive: 93 pupils accessed support, 43 of whom were in receipt of targets given by the SALT specialist; 30 targets were set internally by the S&amp;LT's and a further 23 pupils were given the opportunity for small group work including sitting alongside and talking to enhance communication. Over the year 60 pupils met the targets set for them with new targets issued which will continue into 2019-2020.</b>

<b>Strategy 1.4</b>	<b>EAL Provision</b>
<b>Description</b>	<b>We have seen a slight increase in the pupils who EAL and PP. In order to support these pupils further the EAL TAs will move to supporting pupils within the classroom in the mornings but on an individual basis in the afternoons.</b>
<b>Rationale</b>	<b>EAL TAs will have a greater understanding of how pupils work within the class and therefore will be able to tailor individual support in the afternoons.</b>
<b>Success Criteria</b>	<b>Those pupils who are both EAL and PP will make greater progress.</b>
<b>Impact</b>	<b>KS2 results for combined RWM has increased from 50% to 79% and in KS1 70% of EAL achieved expected standards in RWM.</b>

<b>Strategy 1.5</b>	<b>Implementation of Visible Learning</b>	
<b>Description</b>	Previously staff have benefitted from CPD in applying Growth Mindsets which has impacted on pupils. This year we will embark on Visible Learning to further grow aspiration , achievement and closing the gap between PP and Non PP. Impact coaches from across the school will be tasked with ensuring that the strategy is embedded.	
<b>Rationale</b>	EEF states that meta-cognition and self-regulation have high impact. The whole school will focus on building a shared understanding and language related to learning behaviours, building apposite 'Can do' approach to learning. This strategy supports pupils to know and understand the learning that they have achieved and what they need to do in order to achieve their next learning steps.	
<b>Impact</b>	The first year of this intervention has proven to be very successful. The school has been audited twice both by external advisers and by peers and both commented on the impact the programme is having on learning. The overall progress and attainment data for the year demonstrates the gap is consistently closing between PP and Non PP. Results for this year are: KS1 – Reading 60% + 4% compared to 17/18, Writing 51%+ 4% from 17/18 and Maths 77% + 9% from 17/18. KS2- Reading 60% no increase from17/18, Writing 74% an increase of 27% compared to 17/18 and Maths 75% an increase of 28% in 17/18.	

<b>Strategy 1.6</b>	<b>Boredom Busters Holiday Activities</b>	<b>£5000</b>
<b>Description</b>	Activities to a variety of venues will take place over each school holiday. These activities will be planned and organised in order to ensure that a balance between educational value and enjoyment of the pupils are taken into consideration. The activities will be planned by a TA but managed by the SLT to ensure that the balance is maintained.	

<b>Rationale</b>	<b>Outdoor adventure learning + 3months. Outdoor adventure learning typically involves outdoor experiences, such as climbing, sports, such as orienteering, sailing and canoeing. These can be organised as intensive block experiences or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking may also be involved. Research shows that 3+ months additional progress can be achieved.</b>
<b>Success Criteria</b>	<b>More pupils will access to a wider range of activities during the school holidays at a reduced financial rate.</b>
<b>Impact</b>	<b>Over the summer holidays 242 pupils benefitted from activities which they may not have otherwise experienced. Apart from the pupils obvious enjoyment it enables staff who accompany them to pass on any information about concerns they may have.</b>

<b>Strategy 1.7</b>	<b>Continued use and development of Accelerated Reading</b>	<b>£2500</b>
<b>Description</b>	<b>After the success of this intervention last year we have further rolled out the Accelerated Reading Programme in Y3/4/5/6 to improve progress in reading. Whilst some pupils do receive the benefit of extra reading support within the home, many who come from disadvantaged backgrounds do not have a broad spectrum of reading materials at home in order to support their acquisition of reading skills.</b>	
<b>Rationale</b>	<b>Accelerated Reader is an effective Wave 3 strategy to boost the reading skills of those pupils who are below age related expectations. This strategy has been targeted for Y3/4/5 pupils.</b>	
<b>Success Criteria</b>	<b>Improvement in end of year attainment for identified pupils.</b>	

<b>Impact</b>	<b>Expected progress in reading (Growth Rate) is 10 months over an academic year. This year the Growth Rates are as follows: Y3 – 13 months, Y4 – 12 months and Y5 – 10 months. Y5 results were not as good as Y3 and Y4 because there were a number of pupils who entered the school during Y5 and who, therefore, did not receive the intervention for a full academic year.</b>
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<b>Strategy 1.8</b>	<b>Imperi Box Science Scheme (STEM)</b>	
<b>Description</b>	<b>After the success of the roll out last year in Y5 of the scheme, due to the provision of CPD to all Y5 staff, the high quality of the resources for science lessons and the supporting teaching materials, we have extended this Y6.</b>	
<b>Rationale</b>	<b>This is a direct result of research carried out by other schools and recommendations that this intervention has been highly successful in identifying gaps.</b>	
<b>Success Criteria</b>	<b>All pupils in Y5 and Y6 have an increased awareness of science and there is an improvement in end of year attainment for all pupils.</b>	
<b>Impact</b>	<b>In Y5 the pupil's attainment profile for achieving age related expectations was 73% for PP pupils and 79% for Non PP pupils. In Y6 72% of PP pupils and 78% of Non PP pupils achieved age related expectations.</b>	

<b>Strategy 1.9</b>	<b>Collaborative learning through engineering and robotics.</b>	<b>£1500</b>
<b>Description</b>	<b>Selected pupils will work with two members of staff to design and build a buggy which will be entered into competitions. A further two members of staff will carryout an afterschool club to support pupils in STEM activities.</b>	

<b>Rationale</b>	<b>Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Research shows that + 5 months achievement can be seen through this approach.</b>
<b>Success Criteria</b>	<b>The pupils will respond to working collaboratively and the joint project will be achieved.</b>
<b>Impact</b>	<b>Over the course of the year 10 pupils took part in afterschool/lunchtime clubs, they continued to be enthusiastic and pro-actively sought out opportunities to improve their skills.</b>

<b>OUTCOME 2</b>	<b>To develop the personal qualities and skills of disadvantaged pupils</b>
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<b>Strategy 2.1</b>	<b>Nurture Group</b>	<b>£25000</b>
	<b>2 staff running five afternoon sessions for no more than 10 pupils. Some pupils find accessing learning within a classroom setting daunting and need the support of a smaller environment, particularly those transitioning from EYFS to KS1. Those pupils identified have individual social and emotional needs which need to be met to support their social and emotional needs. The decision to move the sessions from the morning to the afternoon was made to ensure pupils are in receipt of English and maths lessons within their class setting.</b>	
<b>Rationale</b>	<b>We have a significant number of pupils who experience very high levels of global developmental delay and for whom the classroom setting as they transition from FS to KS1 is particularly challenging. Our nurture group enables this challenging transition to be managed as effectively as possible.</b>	

<b>Success Criteria</b>	<b>Those pupils identified for provision transition into KS1 effectively and integrate into their classes with the minimum of disruption.</b>
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<b>Strategy 2.2</b>	<b>Safeguarding</b>	<b>£18000</b>
	<b>Many pupils from disadvantaged backgrounds have chaotic home lifestyles. The deployment of a full time Safeguarding Leader and an administrator ensures that all families have access to a greater degree of support enabling them to receive in school support as well as statutory intervention.</b>	
<b>Rationale</b>	<b>Given the size and complexity of the school and the nature of the community we serve there are a significant number of families that experience trauma and or chaos in their lives. The co-ordination of provision to meet the needs of these families and our pupils is a significant role within the school and requires a full-time member of staff.</b>	
<b>Success Criteria</b>	<b>Pupils and families identified early and support and challenge provided. Relationships with Children's Services strengthened.</b>	
<b>Impact</b>	<b>Over the course of the year 21 families were supported through the FSP process with 32 meetings taking place; 27 families were supported through section 17 with 30 meetings; 17 families were supported at Section 47 with 39 meetings taking place. In addition, 26 other meetings to support families took place including those for our Looked after Children.</b>	

<b>Strategy 2.3</b>	<b>Pastoral Support</b>	<b>£55000</b>
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	<p>Linked to the above, the school has developed a pastoral team that works closely with our more vulnerable pupils and families in order to provide the necessary support to ensure those pupils are able to access learning in the classroom. In order to strengthen links with families A Webster Stratton course will run in the Spring Term, this will be led by an external practitioner with one of the pastoral team staff learning alongside her in order to replicate some of content in school with a small group of parents to improve the skills of parents therefore having an impact on the pupils.</p>
<b>Rationale</b>	As above.
<b>Success Criteria</b>	As above.
<b>Impact</b>	<p>Over the course of the year 96 pupils were supported. Some of the pupils worked on individual programmes such as: Pants and Pantasurous, these are designed by the NSPCC to ensure that pupils understand the basic principles of keeping themselves safe from abuse. For some pupils talking therapies were used to support them to find resolutions to disagreements either with friendships or siblings. A particular scheme of work was developed to support Y6 pupils with transition into high school and this was effective in addressing and allaying their fears. One member of the team has developed her skills in supporting parents who are in need of reassurance but do not need external support from Early Help.</p>

<b>Strategy 2.4</b>	<b>Music</b>	<b>£35000</b>
	<p>One music instructor and a teaching assistant have been employed to ensure all pupils receive high quality music provision. In addition to this, some pupils have access to one to one music sessions. These pupils are recommended by class teachers, year group leaders or members of the leadership team. These sessions take place outside of normal lesson times. The music staff will develop the school choir for pupils as well as implementing original songs and music during whole school activities such as Christmas performances to ensure that pupils receive boosts to their sense of achievement and self worth. In addition this year, a school radio service will be developed, enabling pupils to develop production and broadcasting skills.</p>	

<b>Rationale</b>	Evidence from the EEF indicates that participation in extra-curricular activities such as music can have an impact of up to 2 months progress across an academic year. Wider benefits with regard to attitudes to learning, self-esteem and well-being are also important elements.
<b>Success Criteria</b>	Pupils enjoy the provision on offer and the take up of extra-curricular activities builds and increases over the year.
<b>Impact</b>	The choir were supported in the community and presented carol concerts for a local Care facility. Music was composed for the launch of Norfolk Children's festival, public and guests and the pupils engaged with other schools in the city to perform. This event was linked to the Oxford University, Raising Aspiration through musical performance. Koln travelled (Steve to email comments) Assessed by Norfolk County Council music – outstanding judgement. Guitar /piano club/orchestral clubs also took place.

<b>Strategy 2.5</b>	<b>Participation in the Brilliance Club</b>	<b>£1250</b>
	A member of SLT has been selected to ensure that pupils selected match the activities offered. He will be responsible for contacting and scheduling all events in the summer term.	
<b>Rationale</b>	Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. In addition to direct evidence from research into collaborative learning approaches, there is also indirect evidence where collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. (EEF)	
<b>Success Criteria</b>	Pupils will experience success outside of school with a wider variety of their peers.	
<b>Impact</b>	Again another very successful strategy which saw all pupils achieving passes: one pupil gained a 1, two pupils gained a 2:1 and nine pupils gained a 2:2.	

<b>OUTCOME 3</b>	<b>To ensure provision is effectively led and managed throughout the school.</b>
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<b>Strategy 3.1</b>	<b>Leading provision throughout the school.</b>	<b>£55000</b>
	<b>The appointment of an AHT for Inclusion to lead and coordinate provision throughout the school.</b>	
<b>Rationale</b>	<b>Given the funding that is available to the school it is important that the money is allocated and spent appropriately and has an impact on pupil outcomes. This requires effective leadership and management and it is, therefore, appropriate to allocate this role to a senior professional within the leadership structure.</b>	
<b>Success Criteria</b>	<b>PP money is spent appropriately and that governors are informed regularly of the impact of provision. AHT to take a lead role in Inclusion Network.</b>	

**Total expenditure – this figure includes monies spent on teaching assistants.**